

Alcott Learning Education Prep Program

Proposed Education Prep Program for Utah Educator Licensure

Elizabeth Quist

1. Program Vision and Overview
 2. APPEL Leadership Team
 3. Candidate Initial Evaluation
 4. Professional Learning Plan
 5. Utah Effective Teaching Standards (UETS) and Educator Competencies
 6. Content-Specific Competencies
 7. General Teacher Preparation Competencies
 8. Clinical Experience/Fieldwork Overview and Competencies
 9. Program Mentoring
 10. Teacher Dispositions
 11. Remediation
 12. Record Management
 13. Personnel Professional Development and Staffing
 14. Appendices
-

1. Program Vision and Overview

Alcott Learning is a for-profit Utah limited liability company focused on principle-based, rigorous learning rooted in character development, enduring principles of education and human development, and real-world application. The company was originally established to provide courses and coaching on the developmental phases of education, an area we found was often missing from the preparation of ~~homebased education families and~~ educators ~~in general~~ **[COMMENT: Removed to avoid confusion with prior work.]** We now hope to expand Alcott Learning's offerings through the proposed Educator Preparation Program outlined below.

Eligibility as an Educator Preparation Program

Alcott Learning meets the organizational structure contemplated by R277-303. An educator preparation program is defined as a comprehensive program

“administered by an entity” that prepares individuals to meet the requirements for a Utah professional license. Alcott Learning, LLC is such an entity. Utah’s Revised Uniform Limited Liability Company Act expressly provides that a limited liability company **“is an entity distinct from its member or members”** and **“may have any lawful purpose, regardless of whether for profit.”** Utah Code §48-3a-104(1)–(2). R277-303 further recognizes programs that are not Utah LEAs and, for online programs, requires such programs to maintain their primary headquarters in Utah and be licensed to do business through the Utah Department of Commerce. R277-303-5(2).

R277-303-2(5)(b) states that an educator preparation program **“may include a program developed by or associated with”** an institution of higher education, individual LEA, consortium of LEAs, or the Board. The rule says **“may,” not “shall.”** The distinction is significant: Utah law defines **“may”** as permissive and **“shall”** as required or mandatory. Alcott therefore need not itself be an LEA or institution of higher education.

Alcott has also established a broader statewide association with **Utah Charter Network (UCN)**, a statewide association serving Utah’s public charter school community, through ongoing conversations regarding educator staffing, licensure needs, and ways the proposed program can support charter schools and educators across the state. **A signed Statement of Association and Intent from the Utah Charter Network (UCN) is included with this proposal.** In addition, Alcott has established direct collaborative associations with three Utah LEAs focused on educator licensure, mentoring, observations, clinical experiences, and program feedback. **Signed Statements of Association and Intent are included from: Utah Military Academy, Ignite Entrepreneurship Academy, and Canyon Grove Academy.**

R277-303-4(2) provides that **“The Superintendent shall approve an educator preparation program that meets the requirements of this rule and the standards for program approval”** established in R277-304, R277-305, R277-306, and other applicable Board rules. Alcott Learning has structured its program to meet these requirements and respectfully requests approval under R277-303-4(2).

The principles taught through Alcott Learning were developed and refined over more than 20 years and were used extensively to train staff in a previous venture in which members of our team co-founded and led a small network of highly successful schools in Utah. After years of applying this approach and exploring how to strengthen teacher preparation more broadly, we believe the educator preparation program outlined in this proposal is the most meaningful way to expand this work. It is also a natural fit with Utah’s competency-based approach to licensure, which allows us to honor prior experience while maintaining rigorous expectations

for demonstrated readiness to teach. Through our courses, coaching, and other successful educational ventures, we have already served thousands of educators, parents, and students. We now hope to build on that foundation and become even more effective in helping educators create high-quality learning experiences.

Through the educator preparation program outlined in this proposal, we hope to offer a smarter, more effective approach to teacher licensure that maximizes the potential of the competency-based framework established by the Utah State Board of Education, with particular strength in serving school-choice environments.

Guided by a team with deep experience in teacher preparation, curriculum design, school leadership, technology, product design, and entrepreneurship, the program will offer a smarter licensure pathway and a seamless experience for candidates. The program will provide high-quality training that is closely aligned with what is actually happening in classrooms today, while maintaining rigorous expectations and clear, well-documented evidence of candidate competency. The program is intended to serve aspiring and current educators in Utah and schools seeking effective licensure support. ~~and candidates in other states, particularly those participating in the Interstate Teacher Mobility Compact.~~ **[COMMENT: Removed to clarify that the proposed program is focused on serving Utah educators and Utah schools.]**

While we hope to add value to any school in need of teacher preparation support, a key distinction of the Alcott Learning program will be its openness to, and deep experience with, ~~school-choice environments, including charter schools, private schools, microschools, hybrid programs, and other innovative educational models. To our knowledge, this breadth of school-choice expertise, and the intentional inclusion of these environments in the program's learning content, is not currently a central feature of other educator preparation programs.~~ **[COMMENT: Removed language related to non-traditional school environments.]**

As a vendor, we also aim to provide partner schools with a seamless process for supporting candidates from admission through licensure recommendation. In meetings with leaders from several Utah charter schools of varying sizes, we have heard strong interest in this type of partnership and a clear desire for additional support in navigating the administrative, and compliance responsibilities involved in managing licensure pathways internally. Members of our team have served as local charter school executive directors, so we understand these needs firsthand.

~~Alcott Learning also plans to partner with colleges and universities as a vendor, providing licensure support for institutions seeking to expand the pathways available to their students. This model could allow students to complete their academic degree through the college while accessing Alcott Learning's specialized teacher~~

~~preparation and a clear route toward licensure. We are currently in conversation with two universities about potential partnerships. One intends to maintain its existing successful licensure program while exploring Alcott Learning as a complementary pathway for students in its classical education degree program.~~ **[COMMENT: Removed as redundant and to keep the program scope clear. Candidates are individuals seeking Utah licensure and are addressed within the existing program structure.]**

~~In addition to the USBE approved licensure pathway, Alcott Learning plans to make selected non-licensure training available to homeschool parents, curriculum and education product designers, education technology companies, and other individuals and organizations seeking to improve the quality of the learning experiences they provide. Many of these audiences have already engaged with our online courses and educational content. One of the nation's leading toy companies reached out to share that they follow our social media and have learned from our approach. Designing courses that must stand on their own value and attract learners regardless of whether they intend to pursue licensure will help ensure that the training remains practical, engaging, and exceptionally high quality.~~ **[COMMENT: Removed at staff recommendation because this NON-licensure training is outside the scope of the EPP proposal and is not necessary for approval.]**

The program will also serve individual candidates at a variety of stages, including career changers, recent graduates, current college students, and educators already working in schools. ~~Candidates may have the opportunity to pursue licensure portability across participating states through the Interstate Teacher Mobility Compact, with guidance related to reciprocity, documentation, and alignment with varying state requirements. We will create targeted marketing campaigns to reach out to these potential candidates. It is also designed to support broader professional mobility.~~ **[COMMENT: Removed to clarify that the proposed program is focused on serving Utah educators and Utah schools.]**

The result is an Alcott program that removes unnecessary barriers to licensure while maintaining a high standard for candidate screening, program security, and documented readiness; fully leverages Utah's competency-based framework as intended; and prepares talented educators not only to qualify for licensure, but to lead effectively ~~across a wide range of learning environments~~ in Utah school settings.

Core Program Design Principles

Competency-Based, Personalized Pathway:

Built on Utah's competency-based licensure model, candidates progress by demonstrating mastery, not seat time. Clear evaluation systems identify existing

strengths and gaps, creating a tailored pathway that is efficient, precise, and focused on the remaining gaps.

Streamlined, Technology-Enabled Experience:

Our program is designed to provide a streamlined, clearly structured experience for both candidates and administrators. By absorbing much of the administrative and regulatory workload, Alcott Learning will help reduce the burden on partner schools and institutions. Clearly defined systems and procedures, transparent competency tracking, and the intentional use of technology will reduce complexity, enable real-time progress monitoring, ensure complete and accurate documentation, and support candidates smoothly from admission through licensure recommendation.

Deep, Principle-Based Preparation:

Preparation goes beyond minimum standards by grounding candidates in time-tested principles of education, many of which have been lost or diminished, along with developmental phases of learning and brain development and research-informed practices. Candidates learn how student needs and effective instructional approaches change across developmental stages, helping them understand not only what to do, but why it works, when it is appropriate, and how to apply it effectively in real classrooms. Delivered through a streamlined, personalized approach, this reflects the same high-quality training we have used to develop our own faculty in past ventures.

Designed for School Choice but Effective Across School Settings

Candidates are prepared to succeed across a wide range of settings through time-tested principles, sound educational practices, and meaningful data, ~~including traditional public schools, charter schools, microschools, hybrid programs, and classical or leadership-based models.~~ **[COMMENT: Removed language related to non-traditional school environments.]** Developed with input from school leaders, the program aims to help schools prepare, develop, and advance educators serving both established and innovative learning communities.

Although many traditional public schools have established educator pipelines, the program aims to prepare excellent candidates for those schools as well. While our initial niche will likely be school choice environments, where the need is especially significant, the program's broader goal is to become a trusted source of well-trained teachers, elevate the quality of teaching, and support school leaders across all educational settings. The program's preparation is currently designed to be broadly applicable, and we believe candidates completing the program in its current form will be well prepared to succeed in traditional public school environments, as well.

The Alcott Educator Preparation Program Overview

Alcott Learning will offer a full Educator Preparation Program with a comprehensive suite of teacher preparation courses and clinical experiences aligned with Utah State Board of Education competencies. Candidates who successfully demonstrate mastery of all required competencies may be recommended for licensure.

~~The program will provide flexible, competency-based pathways to Utah teacher licensure while preparing educators to succeed in a wide range of learning environments. Coursework will be intentionally aligned with the expectations of high-quality teaching, with an anticipated program launch in Fall 2026.~~ **[COMMENT: Removed language related to non-traditional school environments.]**

Candidate Journey

The program will be structured around a clear candidate journey aligned with Utah APPEL requirements:

1. Admission and initial evaluation
2. Development of an individualized Professional Learning Plan (PLP)
3. Completion of identified coursework and clinical experiences
4. Ongoing progress monitoring, mentoring, and support
5. Final verification of competencies for licensure recommendation

At each stage, the program will use documented evidence, mentor feedback, administrator input, and aligned evaluation tools to ensure that candidates are progressing toward full readiness for Utah licensure.

This process will allow Alcott Learning to personalize preparation based on each candidate's prior experience and identified needs while maintaining clear expectations, rigorous oversight, and alignment with Utah educator preparation requirements, including the Utah Effective Teaching Standards and all required competencies.

Utah-Based and Online Operations

The program will maintain a physical location or primary headquarters locally in Utah to support program delivery, participant services, and administrative functions. Operations will comply with applicable requirements related to zoning, safety, data privacy, and Board Rule R277-303.

Candidates may participate through online or blended delivery options:

- **Online candidates** will participate fully in virtual coursework and program activities.

- **In-person candidates** will participate in a blend of live and online learning.
- ~~Clinical experiences will be completed in person for all candidates.~~ **Clinical experiences** will be completed in person in a Utah public school or accredited private school classroom for all candidates.

Business Entity Information

Alcott Learning, LLC is an active and current UT LLC registered with the Department of Commerce (Entity ID 14709979-0163).

Alcott Learning Addresses

Alcott Learning has established a partnership with Ignite Entrepreneurship Academy, a local charter school in Lehi, led by Executive Director Heidi Long, to provide space for live program activities. The facility includes a large classroom and a small kitchen, offering a well-suited environment for adult learners. This partnership also provides an opportunity to support the charter school through a \$50 facility-use payment for each use. The arrangement may be verified with Heidi Long at HLong@IgniteUtah.org or (801) 901-8520.

Physical Location for Live Courses

Ignite Entrepreneurship Academy
1650 W. Traverse Terrace Drive
Lehi, Utah 84043

Mailing Address

7533 S. Center View Court, #8055
West Jordan, Utah 84084

Competency Tracking and Progress Monitoring

The program will implement a clear, transparent competency-tracking system designed for usability rather than unnecessary complexity. Candidates will be able to view their progress in real time, strengthening clarity, accountability, and ownership of their learning.

Regular reviews of each candidate's Professional Learning Plan will help ensure that candidates remain on track, required documentation is complete, and targeted support is provided when needed. Program administrators, mentors, and candidates will use shared systems and aligned evidence to monitor progress from admission through final licensure recommendation.

The Alcott Name

The name Alcott Learning is inspired by Louisa May Alcott and Amos Bronson Alcott. The Alcotts cultivated an environment of intellectual rigor and moral purpose and were closely connected to many of the leading thinkers of their time.

While the program does not seek to replicate Bronson Alcott's specific methods, the name reflects a shared commitment to courage, conviction, and forward-thinking education grounded in enduring principles, rich texts, curiosity, and a lifelong love of learning.

2. APPEL Leadership Team

Adopting the model program framework.

While we will be starting small, we have a large network with educators who we have reached out to to ask if they would be interested in joining our team as we grow. During initial launch, some roles will be held by the Program Director. As enrollment grows, responsibilities will be distributed across trained staff to ensure appropriate separation of duties, scalability, and program integrity.

Program Director - Elizabeth Quist brings over 20 years of experience in education reform, teacher development, and leadership-based learning models. She co-founded the middle school program at Williamsburg Learning, known in Utah as Leadership Academy Utah (LAU), a liberal arts and leadership-focused school, and served as Executive Director of the 6th–12th grade programs for seven years. During her tenure, she built and led high-performing academic teams, hired and mentored over 100 educators, developed and implemented innovative leadership and curriculum programs, and created a comprehensive professional development system with weekly, yearly, and individualized learning tracks for both new and experienced teachers.

She currently operates two education-based businesses: Alcott Learning, which presently offers online courses for parents and is seeking approval to expand through the Educator Preparation Program through this application, and Inkwood Scholars, a live online liberal arts program for high school students. She also serves as an award-winning adjunct instructor at Ensign College, where she teaches entrepreneurship and develops courses for both Ensign College and the worldwide BYU–Pathway curriculum. Her experience includes extensive curriculum and course development, competency-based program design, and both K-12 and higher education instruction, with her teaching and courses consistently receiving some of the highest ratings possible from students.

In addition, she has consulted with American Heritage Schools, advising its leadership on the development of its online program, as well as with educational technology companies. She has spoken at multiple education conferences, including the Nevada Charter School Conference and the local Utah Charter Network (UCN) Conference.

Her work has consistently focused on teacher and leadership development, school choice learning environments, learning innovation, and sharing best practices, alongside her own award-winning teaching.

- **Transcript Reviewer** - Elizabeth Quist
- **Pedagogy Consultant** - Elizabeth Quist
- **Content Consultants** - We are currently identifying qualified educators and subject-area experts who may be able to serve as content consultants as the program grows and additional support is needed.
- **Plan Writer** - Elizabeth Quist
- **Clinical Experience Coordinator** - Elizabeth Quist
- **Progress Monitor** - Elizabeth Quist

Extended Educator Network: Through our work, we have developed an extensive network of several hundred educators in school choice environments. From this network, five licensed educators have already expressed strong interest in joining the program upon launch.

Advisory, Technical and Operational Support

Erin Mwanje – Instructional Design Advisor and Mentor

Erin Mwanje is a graduate of the Harvard Graduate School of Education and an experienced instructional designer with more than a decade of experience in education and program development. She co-founded Leadership Education Uganda (LEU), where she developed teacher training programs serving educators across Africa. Her expertise includes curriculum design, instructional systems, and scalable educator training models.

Josh Black – Financial, Technology, and Operations Advisor

Josh is a Caltech graduate with over 20 years of executive leadership, operations, and technology experience. Josh is known for building disciplined operating systems that translate strategy into consistent, accountable execution. He has successfully led and scaled a company to seven-figures in annual revenue. He has also served as a Director of Product Development for multiple technology companies, overseeing compliance-focused systems in regulated environments. He has led technology transformations and operational turnarounds, moving organizations from fragile, ad hoc delivery models to stable, metrics-driven performance through governance,

process redesign, and automation. Within the Education Preparation Program, he will provide oversight of financial planning, technology infrastructure, compliance frameworks, and operational systems, ensuring fiscal responsibility, regulatory integrity, and sustainable growth aligned with measurable institutional outcomes.

3. Candidate Initial Evaluation

Adapt: Using the model program framework with the following adaptations:

Application and Admission Requirements

Admission to the Alcott Educator Preparation Program is intended for individuals who are prepared to meet a high standard of academic readiness, professional responsibility, and educator integrity. We seek candidates with the judgment, communication skills, character, and commitment necessary to earn the trust of students, families, schools, and the profession. Applicants pursuing a standard Utah teaching license must hold, or be on track to complete, a bachelor's degree before licensure recommendation, except where an approved CTE pathway allows a qualifying industry credential to meet that requirement. They must also pass the required Utah educator background check, provide sufficient evidence for the program to evaluate their prior preparation and remaining competency needs, and fully participate in all assigned coursework and clinical experiences.

Candidates will submit an application for admission that includes the following components. The process is designed to provide a high level of due diligence, candidate screening, and program security.

Application Requirements Overview

- Verifiable Identity and Contact Information
- Agreement to Alcott Program Policies
- Education Transcripts
- Background Check Acknowledgement
- Recorded Media Statement of Intent
- Employment or Character Reference
- Alcott Commitments to Educator Integrity

- Ongoing Evaluation of Professional Dispositions

Explanation of Application Requirements

Verifiable Identity and Contact Information

Applicants must provide accurate legal identity and current contact information that can be independently verified. This information must remain current throughout the application and enrollment process. Applicants must be at least 18 years old at the time of application and may be required to provide documentation verifying their age.

Agreement to Alcott Program Policies

Applicants must review and agree to follow all applicable Alcott Learning policies, procedures, participation requirements, and clinical-site expectations as a condition of enrollment and continued participation.

Education Transcripts

Applicants may submit unofficial college transcripts for the initial application review. Official transcripts must be provided within 90 days of enrollment and before the candidate may be recommended for licensure.

Candidates may also submit additional transcripts, course descriptions, syllabi, training records, licenses, certifications, and other evidence of prior learning or demonstrated competency to determine whether particular program requirements have already been met.

Background Check

Enrollment is contingent upon the creation of a USIMS account and successful completion and clearance of the required Utah educator background check through the Utah State Board of Education. During the application process Candidates will acknowledge this background screening requirement, but will only move ahead with the screening if accepted to the program. Alcott Learning is also exploring the feasibility of adding additional screening measures in the future, such as third-party social media screening, to identify publicly available information that may raise concerns related to professional dispositions, judgment, conduct, or suitability for work with students. Any enhanced screening adopted by the program would be clearly defined, legally reviewed, applied consistently to all candidates, and limited to

information relevant to professional dispositions, educator readiness, and the safety of students, schools, and program partners.

Recorded Media Statement of Intent

Applicants will complete a recorded statement of intent describing their motivations, professional goals, and reasons for pursuing teaching. The program may allow this requirement to be completed through a video submission, an audio recording, or a structured interview platform that presents questions and records the applicant's responses. The submission will help the program assess communication skills, professional presence, commitment to education, and initial evidence of dispositions such as responsibility, reflection, respect for students, openness to feedback, and readiness to work in a professional educational setting.

Employment or Character Reference

Applicants must provide at least one professional reference or, when needed, an appropriate character reference who is not an immediate family member and knows the applicant well enough to comment on their dispositions such as reliability, integrity, judgment, communication, respect for others, openness to feedback, and emotional maturity. They may be asked to provide specific examples, identify concerns, and describe how the applicant responds to responsibility, correction, conflict, and challenging situations. We are developing a standardized rubric to allow us to add this information consistently to our own observations and assessment.

Given the increasing ease of generating false or misleading information through artificial intelligence, applicants must provide sufficient information for the program to independently verify each reference's identity and relationship to the applicant, such as an organization name, official website, or public directory. Alcott Learning will independently verify references to confirm their identity, clarify responses, or gather additional evidence, as needed.

Alcott Commitments to Educator Integrity

Alcott Learning is developing a set of professional conduct commitments that will complement and reinforce the educator ethics rules and professional standards established by the Utah State Board of Education. Their purpose is to ensure that candidates enter the program with a clear understanding of the level of character, responsibility, and professional commitment expected of them and ultimately enter the profession as exceptionally well-prepared, trustworthy, and high-quality educators.

The commitments will emphasize both public and private virtue, recognizing that professional excellence is shaped not only by outward compliance, but also by the integrity, judgment, self-discipline, and character candidates bring to their work. Once finalized, applicants will be required to review, acknowledge, and agree to these commitments as a condition of participation in the program.

The commitments will clarify Alcott Learning's expectations related to professionalism, confidentiality, student safety, appropriate boundaries, respect for students and families, responsible use of authority, and ethical conduct. These expectations will be introduced at the beginning of the program, reinforced throughout coursework and clinical experiences, and considered in the ongoing evaluation of each candidate's dispositions and readiness for licensure recommendation.

Ongoing Evaluation of Professional Dispositions

Professional dispositions will be evaluated through multiple sources, which may include references, recorded statements or interviews, clinical experiences, coursework, ongoing participation in the program, and, if implemented, a third-party review of publicly available online or social media information. The program will use an internal standardized rubric to assess patterns of conduct related to dispositions such as reliability, integrity, professional judgment, respect for students, colleagues and parents, communication skills, responsiveness to feedback, appropriate boundaries, responsibility, commitment to student growth, connection, and other relevant professional dispositions across multiple data points. Dispositions will be formally assessed at two points: during the application process and following completion of any required clinical experience.

Transcript and Evidence Review

The program conducts a comprehensive review of each candidate's prior coursework, evidence of competency, and supporting documentation to determine which content and pedagogical competencies have already been met.

This process includes:

Transcript and Documentation Review

Official transcripts, Altitude records, if applicable, and any relevant endorsement documentation are reviewed in alignment with Utah State Board of Education guidelines.

A bachelor's degree is required for licensure for all candidates seeking a Utah teaching license, except where a specific CTE licensure pathway allows a qualifying industry license, certification, or equivalent credential to meet the requirement.

Demonstration of Evidence

Alcott Learning seeks to provide flexibility for candidates who enter the program with prior teaching or instructional experience. Evidence from that experience may be accepted when it clearly demonstrates that the candidate has already met a required competency. Prior experience alone will not be sufficient; the candidate must provide verifiable evidence that directly shows competency. When the evidence is sufficient, the competency may be accepted as met and documented in the candidate's Professional Learning Plan

The program will distinguish between Application Competencies and Demonstration Competencies as follows:

Application Competencies

Application Competencies may be verified during the Initial Evaluation through the following methods, consistent with Board Rule R277-304:

- Candidate interview and discussion
- Submitted artifacts, such as lesson plans, assessments, and unit designs
- Evidence from prior teaching or instructional experience

If sufficient evidence is provided, the competency will be marked as met, with the date of verification recorded in the Professional Learning Plan and supported by verifiable documentation.

Demonstration Competencies

Demonstration Competencies will be verified through observed performance in a Utah public school or accredited private school. Evidence used for verification may include:

- Verified evidence from prior teaching experience in a Utah public school or accredited private school
- Direct observation during the candidate's clinical experience in a Utah public school or accredited private school

The program will review all evidence through a formal review process using aligned evaluation tools to determine whether competencies have been met or whether additional clinical experience is required.

~~Demonstration Competencies must be verified through observed performance in a classroom setting, consistent with USBE requirements. These competencies may be satisfied through:~~

- ~~• Documented prior teaching experience~~
- ~~• Direct observation during the candidate's clinical experience~~

[COMMENT: Removed language related to non-traditional school environments.]

The program will review all evidence through a formal review process using aligned evaluation tools to determine whether competencies have been met or whether additional clinical experience is required. Verified evidence may be used to inform and potentially reduce required clinical experiences.

If sufficient verifiable evidence exists, the competency will be marked as met, with the date recorded in the Professional Learning Plan. If sufficient evidence is not available, the competency will be completed through structured clinical experiences.

Pedagogy Review

Coursework related to instructional practices and teaching methods will be analyzed. When needed, course descriptions and syllabi will be collected to accurately map completed work to required competencies.

Verification

Consultants may collaborate with USBE specialists when necessary to ensure accurate interpretation of coursework and alignment with state requirements.

Program Acceptance Decision

After reviewing application materials, candidates are notified of the admission decision, and if accepted, will receive a personalized estimate of the scope, timeline, and cost required for licensure recommendation.

The selection process is designed to identify high-quality candidates through evaluation of:

- **Foundational Academic Skills:** Evidence of academic success and readiness in reading, writing, and mathematics will be demonstrated through college transcripts showing completion of a bachelor's degree or higher. Applicants who have not yet earned a bachelor's degree must be enrolled in an approved college or university program and may be asked to provide a current transcript

showing coursework completed to date or provide a high school diploma, transcript or SAT or ACT scores may also be submitted as additional evidence of academic readiness.

- **Dispositions for Employment in an Educational Setting:** Evidence of the judgment, reliability, integrity, communication skills, maturity, respect for others, openness to feedback, and sense of responsibility necessary to work effectively in an educational setting, as demonstrated through references, interviews or recorded responses, prior employment, volunteer service, and other relevant experience.
- **Commitment and Readiness for Teacher Preparation:** Evidence that the applicant understands the responsibilities of the profession and is prepared to participate fully in required coursework, clinical experiences, mentoring, competency demonstrations, and ongoing professional growth.
- **Suitability for Work with Students and Schools:** Successful completion of required screening and background-check requirements, along with conduct and experience consistent with student safety, professional boundaries, and educator integrity.

Following enrollment and completion of the full transcript and evidence review, the candidate's individualized program requirements will be documented in the Professional Learning Plan.

Recognition of Prior Employment as a Teacher of Record

When a candidate is already employed as the teacher of record in a public school, the school's hiring and screening process will be recognized as substantial evidence of the candidate's initial qualifications and professional dispositions for teaching. Verified employment may therefore be used in place of selected application requirements, such as an additional employment reference or recorded statement.

Employment as the teacher of record does not automatically establish all required dispositions or competencies. Alcott Learning will independently verify employment and may request administrator feedback, performance evaluations, or other information when needed and will continue to evaluate the candidate's professional fitness through ongoing participation in the program. Candidates employed in other school roles are required to complete the standard application process.

4. Professional Learning Plan

Adopt: Using the model program framework.

The program creates, monitors, and verifies completion of each candidate's personalized Professional Learning Plan (PLP) through a structured, competency-based process aligned with Utah State Board of Education (USBE) requirements.

PLP Development and Structure

Within 30 days of enrollment, the program develops a draft PLP aligned with Board Rule R277-304 and the USBE PLP framework. A Plan Writer synthesizes findings from transcript review, content and pedagogy analysis, and supporting documentation to clearly identify:

- Competencies already met through prior coursework and experience
- Remaining competencies required for licensure and endorsements
- Specific evidence and learning experiences required to demonstrate remaining competencies

Candidates will be presented with clear instructions detailing which documents or artifacts may be provided to potentially fulfill each competency. Following submission of all items, each competency will be clearly marked as met (with date and evidence source), or not yet met (with a plan for completion) by the Plan Writer.

Plans for unmet competencies will include coursework, clinical experience requirements, and specific evidence to be collected. Coursework will be completed through Alcott unless a written exception is approved.

The PLP is maintained within an internal tracking system (digital or print) that fully aligns with USBE requirements.

Initial Consultation

Candidates enrolled into the program will participate in an initial consultation meeting during which their Professional Learning Plan (PLP) will be reviewed and discussed. The initial consultation meeting will be held between the candidate and the Program Director (or designated team member) to lay out the candidate's draft PLP and timeline.

Recognizing that not all candidates will have secured employment with a school prior to program entry, a mentor-educator may not yet be assigned at the time of the initial consultation. When possible, the mentor-educator will be included in that meeting. Once assigned, the candidate will participate in an introductory meeting with the mentor-educator at least 14 days prior to the start of clinical experience.

PLP Communication and Candidate Progress Tracking

Each candidate's Professional Learning Plan will be maintained within a dedicated program workspace designed to serve as the candidate's central location for licensure progress and documentation. The workspace will include the current PLP, required coursework, competency evidence, clinical documentation, evaluations, mentor feedback, and other materials related to program completion.

Candidates will have ongoing access to their PLP and will be able to track which competencies have been verified, which remain in progress, what evidence is still required, and what next steps must be completed. Regular updates will be made to the PLP so the candidate can monitor progress throughout the licensure pathway.

Appropriate access will also be provided to the candidate's mentor-educator, program evaluators, Progress Monitor, Program Director, and supervising administrator, as needed for their assigned roles. Access will be limited to information necessary for mentoring, evaluation, competency verification, and program administration and will be managed in accordance with applicable privacy and data-security requirements.

The candidate's assigned mentor will use the dedicated program workspace to provide guidance, review evidence, document feedback, and help the candidate remain on track. Significant PLP updates, competency decisions, remediation requirements, and changes to the candidate's expected pathway will be communicated directly to the candidate and documented within the system.

The PLP will function as a living document and will be updated as competencies are demonstrated, evidence is verified, requirements are completed, or additional needs are identified. Candidates will be expected to review their progress regularly, maintain required documentation, and participate actively in keeping their PLP accurate and current.

Endorsement Verification

USBE endorsement forms are completed in conjunction with the PLP to ensure all content knowledge requirements are met.

- Coursework and demonstrated competencies are mapped directly to endorsement requirements
- Forms are updated throughout the program and finalized prior to licensure recommendation
- When necessary, the program may approve external coursework through a written exception to address endorsement gaps.
- Program coursework will not be assumed to satisfy endorsement-specific content requirements unless alignment has been clearly established and all required approvals have been received.
- The program may develop additional coursework to support endorsement needs over time; however, endorsement coursework will not be developed before the initial program launch.
- Any course developed and offered by Alcott Learning, including content courses, will be documented, aligned with applicable requirements, submitted to USBE for review, and approved in Altitude before being used to satisfy licensure or endorsement requirements.

Candidate Competency Portfolio

Each candidate will develop and maintain a competency-based portfolio throughout the program. The portfolio will serve as a body of evidence of the completion of licensure competencies identified in the candidate's Professional Learning Plan.

The portfolio will be housed within the candidate's dedicated program workspace and will be organized by competency or requirement. Evidence may include lesson and unit plans, instructional materials, student work samples with identifying information removed, assessments, reflections, observation records, evaluations, mentor feedback, professional verification, course products, and other approved documentation.

Each portfolio submission must clearly identify:

- The competency or requirement being addressed
- The evidence submitted
- The context in which the evidence was developed or demonstrated
- Any required candidate reflection or explanation
- The program's independent verification that the evidence is authentic and that the described work or experience occurred
- The reviewer's determination of whether the competency has been met

The portfolio will be developed progressively throughout the program, creating a comprehensive, auditable record that supports verification of the candidate's PLP completion and eligibility for an Alcott Learning recommendation for licensure.

PLP Timeframe

This is a fully competency-based program with no minimum time requirement. Progress is continuously monitored through the PLP to ensure steady advancement toward competency completion. Candidates who are not making sufficient progress may be placed on a structured improvement plan, ensuring both flexibility and accountability while maintaining alignment with licensure requirements.

Demonstration of Progress and Completion

Candidate progress is monitored through a structured system of documentation, observation, and review aligned to program competencies and the Utah Effective Teaching Standards.

- **Progress Monitoring Meetings:** At least annually, the candidate, Program Director, Progress Monitor, mentor-educator, and administrator meet to review progress toward PLP competencies and determine next steps.
- **Documentation and Verification:** The Progress Monitor maintains and verifies records of competency completion, evaluations, and required coursework to ensure accuracy and compliance.
- **Candidate Competency Portfolio:** Candidates progressively build and maintain a competency-based portfolio containing the evidence required to demonstrate completion of all PLP competencies and program requirements. The portfolio is reviewed throughout the program and verified through a final completion review prior to licensure recommendation.
- **Competency-Aligned Evidence:** Candidates submit ongoing artifacts (e.g., lesson plans, portfolios, evaluations) demonstrating application and demonstration of required competencies.
- **Mentor-educator Feedback:** Mentor-educators provide ongoing, structured feedback to support candidate growth.
- **Formal Progress Reviews:** If there are concerns, the candidate evidence is periodically reviewed against PLP requirements to confirm progress and identify any needed support or remediation. Formal Progress Reviews are conducted through a structured, documented review process.
- **Course Completion:** Candidates complete required coursework aligned to program competencies. Course completion is tracked and serves as supporting evidence of competency development.

- **Observation Tools and Expectations:** Mentor-educators use aligned checklists and clear expectations to guide consistent observation, support, and evaluation.
-

5. Utah Effective Teaching Standards (UETS) and Educator Competencies

Adopting the model program framework.

The program will support and evaluate candidates in demonstrating competencies that meet Utah Effective Teaching Standards (UETS) proficiency levels and the educator preparation competencies required in Board Rule R277-304. Candidates will be supported through a structured system of mentoring, clinical practice, coursework, observation, feedback, and progress monitoring designed to help each candidate demonstrate competency prior to recommendation for licensure.

The mentor-educator ensures the candidate understands the standards and is developing competency in teaching as outlined in the Utah Effective Teaching Standards (UETS). Candidates are provided opportunities to observe effective instruction, practice instructional skills, receive feedback, reflect on their teaching, and demonstrate growth over time.

Mentor-educator feedback and other program evidence are used to document candidate progress in meeting UETS proficiency expectations. Evidence used to evaluate candidate progress may include classroom observations, lesson and unit plans, instructional artifacts, assessments, reflections, and other documentation demonstrating the candidate's application of UETS-aligned teaching practices ~~in authentic instructional settings~~. within a **Utah public school or accredited private school**.

In addition to UETS proficiency, the program will ensure each candidate successfully demonstrates all educator preparation competencies required in Board Rule R277-304. Candidates are placed on an approximate timeline for completion of the PLP, and regular progress meetings are conducted to ensure candidates are progressing according to the proposed timeline.

The Progress Monitor maintains documentation of progress updates, including competencies met, evaluations completed, studies finished, and other evidence relevant to the candidate's development. Prior to recommendation for licensure, the

program verifies that the candidate has successfully demonstrated competency in all preparation competencies.

6. Content-Specific Competencies

Adopt: Using the model program framework

The program ensures that candidates meet all required content knowledge and discipline-specific pedagogical competencies through a structured process of verification, gap analysis, and approved coursework aligned with Utah State Board of Education (USBE) requirements. The program seeks approval to recommend candidates for licensure in Early Childhood, Elementary, Secondary, and Career & Technical Education (CTE) license areas.

Candidate transcripts, prior coursework, and relevant experience will be reviewed to determine which content competencies have already been met and to identify any remaining gaps. For Early Childhood and Elementary license areas, the program will track content completion through the applicable USBE PLP template and content requirements in Board Rule R277-304-5. For Secondary and CTE license areas, the program will use the applicable USBE endorsement application form(s) to verify completion of required content knowledge and content-specific pedagogy competencies, and completed endorsement form(s) will be maintained in the candidate's file.

To address identified gaps, candidates may complete content-specific requirements through a combination of:

- Prior verified coursework and experience
- Approved external providers, including accredited colleges, universities, and other quality-verified organizations
- Program coursework, where content and pedagogy are demonstrably aligned to endorsement competencies

All coursework and experiences, whether internal or external, will be reviewed and approved by the program to ensure alignment with USBE requirements and the specific content area of licensure.

Role of Program Coursework

Program coursework may play a significant role in supporting content-specific pedagogy and the applied use of content in classroom settings. Internally developed

coursework may be used to support candidates in applying instructional strategies within a specific content area, designing standards-aligned lessons and units, developing assessments, analyzing student learning, and practicing content-specific instructional decision-making.

Flexible Content Knowledge Pathways

To ensure all applicable content requirements are fully met, the program provides flexible, quality-controlled pathways for candidates to complete remaining requirements, including:

- Transcript review and gap analysis aligned to the applicable PLP template, content requirements, and endorsement form(s)
- Content knowledge tests or competency exams approved by the Superintendent or USBE, where permitted and applicable
- Program-supported modules or targeted coursework
- Approved external coursework through accredited colleges, universities, or other coursework acceptable under USBE requirements and program policy

The program works with each candidate to identify the most appropriate and efficient pathway while maintaining full alignment with the applicable content requirements and endorsement requirements.

For Secondary and CTE license areas, candidates must complete all requirements for at least one applicable professional endorsement, and the completed endorsement form(s) will be maintained in the candidate's file before the candidate is recommended for licensure.

Verification and Recommendation

The program utilizes the applicable USBE PLP templates, content requirement documents, and endorsement application forms to track and document completion of all required content knowledge and content-specific pedagogical competencies. All required content competencies must be fully satisfied, verified, and documented prior to recommendation for licensure.

For Secondary and CTE license areas, all requirements on the applicable endorsement form(s) must be completed in full and maintained in the candidate's file before recommendation. The program will not recommend any candidate for licensure until all applicable content requirements and endorsement requirements have been met in full.

7. General Teacher Preparation Competencies

Adapt: Using the model program framework with the following adaptations:

Program Courses

The program may recognize prior coursework during the admissions and intake process when it aligns with required competencies. Remaining unmet competencies will be fulfilled through courses developed and provided by Alcott Learning, ensuring coherence, rigor, and fidelity of implementation in licensure preparation. Exceptions to the Alcott-only course rule may be granted in unique circumstances upon review.

Alcott Learning Courses

1. The Phases of Learning and Brain Development Candidates explore the developmental phases of learning and brain development, with an emphasis on the belief that all students are capable of learning. Candidates study teaching strategies appropriate to each age and developmental phase and designed to maximize learning in each phase. Instruction begins with foundational online coursework, followed by live online or in-person experiences focused on the specific age range candidates intend to serve. In these settings, candidates actively create lessons and practice methods that make learning engaging, effective, and responsive to students' needs at each stage of development. Best of all, when teaching is aligned with natural developmental phases, students engage more deeply in learning and the work of teaching becomes more effective and sustainable.

Course Outcomes:

1. Experience and design lessons that use the natural strengths of each developmental phase to make learning deeply meaningful, joyful, engaging, and effective.
2. Understand equal opportunity as outlined in R277-328 by acknowledging that all students are capable of learning. **(PR.1)**
3. Design learning experiences that build on learners' background knowledge and support students' needs. **(LL.2)**

4. Identify instructional adaptations that benefit learners from varied backgrounds. **(LL.4)**
5. Encourage student ownership of learning by applying real-world connections and authentic learning experiences in the classroom. **(LL.6)**
6. Provide opportunities for students to track, reflect on, and set goals for their learning. **(IC.5)**
7. Design a variety of instructional strategies that engage students and promote active learning. **(IC.7)**
8. Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student. **(IP.1)**
9. Provide appropriate strategies that promote and facilitate students' problem solving, critical thinking, and discourse. **(IP.2)**
10. Provide relevant learning opportunities grounded in student interests, needs, and backgrounds. **(IP.6)**
11. Strategically organize and structure the classroom environment for optimal student learning. **(CC.6)**
12. Encourage a classroom environment where students feel safe to take risks, participate, and engage. **(CC.8)**

2. Creating Transformational Learning Experiences A well-built curriculum can become a treasure source that pays dividends for years, but for many new teachers, knowing how to design or acquire the curriculum they need can feel overwhelming. Seasoned teachers whose curriculum feels stale or needs new life can also benefit from deepening the craft of designing learning experiences that transform the learner for the better and bring educational ideals to life in the classroom. Drawing on foundational principles and models such as the Hero's Journey, backwards design, project-based learning, and differentiated instruction, candidates go step by step through the process of planning powerful learning experiences learning to create, acquire, adapt, and organize curriculum, assignments, projects, and lessons. Candidates also discuss the role of technology in the classroom and learn how to use a Learning Management System (LMS) to support effective teaching and learning. This course focuses on the art and design of learning, helping educators turn vision into transformational experiences that inspire real growth in students.

Course Outcomes:

1. Leave with a clear understanding of how to design or revise curriculum, lessons, and assignments that become lasting teaching assets.
2. Design transformational learning experiences that turn powerful vision into cohesive courses, units, assignments, projects, and lessons that inspire real student growth.

3. Design learning that builds on the learner's background knowledge and supports students' needs. **(LL.2)**
4. Identify adaptations made to instruction to benefit learners of varied backgrounds. **(LL.4)**
5. Encourage student ownership of learning by applying real-world connection and authentic learning experiences in the classroom. **(LL.6)**
6. Create learning intentions and success criteria that are aligned to Utah Core Standards. **(IC.2)**
7. Plan learning progressions that build upon students' previous learning and support current learning intentions. **(IC.4)**
8. Provide opportunities for students to track, reflect on, and set goals for their learning. **(IC.5)**
9. Design a variety of instructional strategies to engage students and promote active learning. **(IC.7)**
10. Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student. **(IP.1)**
11. Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse. **(IP.2)**
12. Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds. **(IP.6)**
13. Provide intentional tools and technology to design and implement activities that promote active student technology use. **(IP.8)**

3. Methods for Excellence in Teaching Candidates will gather all of the best methods in teaching in this course. They begin by studying the great educators of the past, exploring foundational texts, influential theorists, and the centuries-old practices that have shaped effective teaching across generations. Building on this foundation, candidates examine time-tested educational methodologies such as Classical and Montessori education, along with instructional approaches used in great schools and within their content areas, including outdoor learning, project-based learning, and competency-based instruction. Candidates also learn broader classroom methods, including effective classroom leadership that creates behavioral safety through appropriate consequences, clear boundaries, and respectful student engagement. Through the combination of classic works, innovative models, and research-informed practices, candidates are exposed to powerful educational ideas beyond their own experience, including many principles that have been lost or diluted over time and can be brought to life in the many new school environments emerging today.

Course Outcomes:

1. Draw from the best educational principles across time, models, and settings to expand beyond personal experience and strengthen teaching with both time-tested and emerging ideas.
2. Candidates will reflect on the most powerful teachers and educational experiences they have encountered, identify the core principles that made those experiences meaningful, and become the kind of teacher who creates that impact for others in their own way.
3. Develop practical classroom leadership tools, clear boundaries, and a confident plan for addressing behavioral concerns that empowers the teacher, creates safety and respect for all students and an environment of meaningful student engagement.
4. Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships. **(LL.3)**
5. Encourage student ownership of learning by applying real-world connection and authentic learning experiences in the classroom. **(LL.6)**
6. Design a variety of instructional strategies to engage students and promote active learning. **(IC.7)**
7. Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking, and discourse. **(IP.2)**
8. Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds. **(IP.6)**
9. Promote a classroom environment in which students will respect and value each other. **(CC.2)**
10. Involve students in establishing clear guidelines for behavior. **(CC.3)**
11. Address physical and emotional safety concerns in a timely manner. **(CC.4)**
12. Encourage an environment where students feel safe to take risks, participate, and engage. **(CC.8)**

4. Principles in Practice New educators often feel excited to bring their ideals, training, and vision into the classroom, only to discover that translating those high ideals into daily practice can be difficult. It is possible! This course helps candidates bridge that gap through a practical launch checklist that guides them from preparation before the learning experience begins until teaching is well underway. Candidates design the practical systems needed to teach with confidence in a real-world classroom environment, including physical classroom setup, daily routines, transitions, procedures, expectations, consequences, communication, organization, and technology use. Emphasis is placed on turning strong educational principles into consistent classroom practice so candidates are prepared to maximize learning time, support student growth, and create the kind of learning experience they hoped was possible.

Course Outcomes:

1. Prepare to launch and sustain a well-run classroom by using a practical classroom checklist to translate educational ideals into daily classroom practice through thoughtful systems for setup, routines, transitions, expectations, consequences, communication, organization, and technology use.
 2. Create classroom systems that support safety, structure, and engagement so students know what to expect, learning time is protected, and the teacher can lead with clarity and confidence.
 3. Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships. **(LL.3)**
 4. Identify adaptations made to instruction to benefit learners of varied backgrounds. **(LL.4)**
 5. Create learning intentions and success criteria that are aligned to Utah Core Standards. **(IC.2)**
 6. Design a variety of instructional strategies to engage students and promote active learning. **(IC.7)**
 7. Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student. **(IP.1)**
 8. Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds. **(IP.6)**
 9. Provide intentional tools and technology to design and implement activities that promote active student technology use. **(IP.8)**
 10. Promote a classroom environment in which students will respect and value each other. **(CC.2)**
 11. Involve students in establishing clear guidelines for behavior. **(CC.3)**
 12. Address physical and emotional safety concerns in a timely manner. **(CC.4)**
 13. Consistently apply the norms of the classroom to align with schoolwide expectations. **(CC.5)**
 14. Strategically organize and structure the classroom environment for optimal student learning. **(CC.6)**
 15. Encourage an environment where students feel safe to take risks, participate, and engage. **(CC.8)**
 16. Comply with relevant school, district, and state laws, rules, and policies governing the profession. **(PR.2)**
 17. Demonstrate intellectual curiosity and values continuous growth by engaging in professional learning. **(PR.3)**
-

8. Clinical Experience/Fieldwork Overview and Competencies

Adapt: Using the model program framework with the following adaptations:

Clinical Experience Overview

For purposes of Utah licensure recommendation, Alcott will ensure that clinical experiences and competency demonstrations used to satisfy program requirements meet all applicable USBE requirements.

In alignment with Board Rule R277-304 and USBE guidance, this program operates on a competency-based model rather than a time-based model. Candidates progress by demonstrating required competencies, not by completing a prescribed number of hours. Clinical experiences are intentionally designed to provide sufficient **depth, breadth, and duration** to ensure that candidates have multiple, meaningful opportunities to observe, practice, and demonstrate teaching skills ~~in authentic classroom settings~~ within a **Utah public school or accredited private school**.

Candidates are provided structured and progressively more complex opportunities to develop and demonstrate required competencies with students. All clinical experiences are aligned with the Utah Effective Teaching Standards (UETS) and program competencies. Candidates may demonstrate competency through multiple evidence options that build toward a comprehensive portfolio, with competency attainment documented in the candidate's Professional Learning Plan (PLP).

Candidates are enrolled in a structured "Apprenticeship" course in the program, guided by the Clinical Experience Coordinator, through which they participate in a sequence of apprenticeship and clinical experiences tailored to their individual PLP requirements. Each apprenticeship cohort will have a designated home base within the program's Learning Management System (LMS) or other technology platform, where we will track and candidates will access orientation materials, instructions, timelines, forms, tracking tools, submission portals, and communication supports. Program staff will use this system to monitor candidate progress, review documentation, track required evidence, and ensure that each candidate's clinical experience remains organized, accountable, and aligned with program requirements and PLP goals.

Major Components of the Apprenticeship Course

- **Targeted Observation:** Candidates complete one or more targeted classroom observations, with structured reflection documented in the candidate's portfolio.
- **Guided Practice Teaching:** Candidates participate in supported teaching experiences with feedback and coaching from a mentor-educator.
- **Classroom Teaching:** Candidates assume direct instructional responsibility and demonstrate required competencies in classroom settings.
- **Portfolio Development:** Candidates use the program's tracking system to monitor progress toward competency attainment and build supporting evidence into their professional portfolio.
- **Job Placement Support:** Candidates receive guidance in identifying high-quality employment opportunities, including information about educator hiring cycles and regional job fairs. They also complete recorded practice interviews and receive AI-generated feedback through tools such as VMock to strengthen their interviewing skills.

Throughout the clinical experience, candidates receive ongoing coaching, feedback, and support from mentor-educators and program staff. Progress is monitored through aligned evaluation tools, observation records, and verifiable documentation of competency development.

When candidates do not demonstrate sufficient progress, targeted support and remediation are provided in alignment with the program's remediation process to ensure candidates have additional opportunities to meet required competencies.

Clinical Experience in Non-Traditional Settings

Unlike traditional APPEL models, which often rely on candidates serving as teachers of record, this program is designed to also support candidates who are not yet embedded in full-time classroom roles. Accordingly, the program provides flexible, supported pathways into clinical practice, enabling candidates to demonstrate competencies in diverse, authentic instructional settings.

In recognition of this model and in accordance with Board Rule R277-304, the program allows clinical experiences to occur, in whole or in part, in nontraditional instructional environments. These may include private schools, microschools, and other structured learning-based programs, provided that all placements demonstrate alignment with required competencies and meet established supervision and evaluation criteria.

Candidates may complete clinical experiences in these non-traditional environments when those experiences include structured instructional opportunities aligned to the program competencies. In such cases, candidates are required to:

- ~~**Design and deliver instruction** aligned to the Utah Core Standards or, where the placement site does not use Utah Core, to the placement site's officially adopted academic or curricular standards, as approved by the program for sufficiency of rigor, instructional relevance, and alignment to required competencies.~~
- ~~**Receive supervision and evaluation** from an educator, supervisor or administrator with relevant instructional experience.~~
- ~~**Obtain formal verification and sign-off** from an independently verified and qualified supervisor or administrator confirming that required competencies have been observed and demonstrated.~~
- ~~**Demonstrate competency through verifiable evidence**, including observations, formal evaluations, or artifacts of teaching practice aligned to competencies.~~
- ~~**Participate in placements within established programs**, defined as organizations with a demonstrated record of sustained operation and a student population sufficient to support meaningful clinical experience~~

~~This approach aligns with a true competency-based model. All clinical experiences in non-traditional settings must meet established expectations for instructional rigor, supervision, and evaluation to ensure competency and alignment with licensure requirements.~~ **[COMMENT: Removed language related to non-traditional school environments.]**

Candidate Progress

Candidate progress is tracked and documented through the Professional Learning Plan (PLP), as detailed in the previous section. Progress toward each required clinical experience competency is monitored through a structured system of observation, documentation, and formal review, consistent with Board Rule R277-304).

Candidates are evaluated on their progress using multiple measures of evidence, including:

- **School Administrator or Clinical Supervisor Evaluation:** Conducted at least twice per year through completion of a standardized evaluation form, a meeting with the candidate to review progress, or both.
- **Mentor-Educator Observation and Feedback:** Review and feedback based on standardized, competency-aligned evaluation tools, as needed.
- **Portfolio Development:** Review of the candidate's progress in building a portfolio of evidence, including lesson plans, assessments, and recorded or observed teaching demonstrations, as needed.

- **Remediation:** Candidates who are not making sufficient progress toward competency attainment may be placed on a remediation plan as described in the Remediation section.

Candidate progress is tracked against each required demonstrated competency, with clearly documented evidence identifying how and where each competency was demonstrated. All competency determinations are supported by verifiable documentation and maintained as part of the candidate's official record, including date-stamped observation notes, formal evaluations, instructional artifacts, and reflection records.

Candidates are provided multiple, structured opportunities to be observed, receive feedback, and demonstrate competency over time. All evidence is reviewed through a formal, program-defined review process using aligned evaluation tools and clearly defined criteria to ensure consistency and rigor across candidates.

Candidates must demonstrate competency in all required areas prior to recommendation for licensure. The program's supervision model ensures that candidates do not merely accumulate teaching experience, but demonstrate each required clinical competency through consistent, documented verification across multiple measures. No candidate will be recommended for licensure until the program has verified successful demonstration of all required clinical experience competencies.

See Appendix A to review the evaluation tools.

Support for Multi-State Clinical Experience

~~The program supports candidates in pursuing licensure in Utah, states participating in the Interstate Teacher Mobility Compact, and other states with favorable pathways for adding a teaching license, such as Arizona and Idaho.~~

~~The program may provide support for candidates completing clinical experiences outside Utah by actively assisting with placement identification, site review, and approval. All out-of-state placements must be reviewed and approved by the program before the clinical experience begins, including review of the placement setting, supervising personnel, evaluation process, and opportunities for the candidate to demonstrate all required competencies.~~

~~When an existing approved placement is not available, the program will work directly with the candidate and prospective site to verify that applicable state requirements and program standards are satisfied and to establish an approved placement pathway. Regardless of the location of the mentor educator, the same~~

~~criteria will be applied to their selection, training, and oversight, as detailed below in Section 9.~~ **[COMMENT: Removed to clarify that the proposed program is focused on serving Utah educators and Utah schools.]**

9. Program Mentoring

Adapt: Using the model program framework with the following adaptations:

Candidate Placement Pathways

Clinical Placement: Candidates may enter clinical experience through one of three primary pathways: (1) placement by a hiring school that refers the candidate to the program, (2) placement facilitated through program partnerships, or (3) ~~placement secured independently by the candidate for a clinical experience.~~

Clinical Placement: Candidates may enter clinical experience through one of three primary pathways: (1) placement by a hiring **Utah public school or accredited private school** that refers the candidate to the program, (2) placement facilitated through program partnerships with a **Utah public school or accredited private school**, or (3) a qualifying placement in a **Utah public school or accredited private school** secured independently by the candidate.

All clinical placements, regardless of pathway, are reviewed and approved by the program to ensure alignment with Board Rule R277-304 requirements, including adherence to UETS, appropriate supervision by qualified personnel, and sufficient opportunities for observation, practice, and demonstration of competencies.

Mentor Selection

The Clinical Experience Coordinator works in partnership with schools and executive directors to identify, select, train, and monitor mentor-educators who are well-positioned to support candidate development. Once a clinical experience is established, each candidate is assigned at least one mentor-educator. Mentor-educators are selected by the Program Director or designee in collaboration with school ~~or program~~ leadership.

Mentors are selected based on their ability to model effective teaching and support developing educators. Selection criteria include:

- ~~Holds a current professional educator license or equivalent in their state~~
- Holds a current professional educator license appropriate to the clinical placement and consistent with USBE requirements.
- Has a minimum of two years of successful teaching experience (three or more years preferred)
- Performs, or has previously performed, instructional duties substantially similar to those required by the program competencies
- Demonstrates strong instructional practice, including classroom management, instructional design, and student engagement
- Exhibits effective coaching, communication, and collaboration skills
- Has sufficient release time to serve effectively as a mentor-educator or is assigned as an instructional coach or equivalent position, and is able to provide consistent access, support, and actionable feedback to the candidate

~~Mentors may be drawn from traditional school settings as well as alternative or non-traditional educational environments, provided they meet licensure and experience requirements stated in this section.~~ **[COMMENT: Removed language in this section related to non-traditional school environments.]**

Mentor Training

Before working with a candidate, each mentor-educator participates in an individual onboarding meeting with program staff to review expectations, program tools, and readiness for the role. Mentor-educators also complete state-supported mentor training aligned with Board Rule R277-308 or equivalent training provided by the program.

The program's mentor training prepares mentor-educators to model effective instruction, support candidate development, and provide consistent, competency-aligned observation and feedback. Training clearly addresses how to recognize, evaluate, and document evidence of competency attainment.

Training and ongoing support include:

- An overview of program expectations, candidate competencies, and clinical experience requirements
- Guidance in using standardized observation and evaluation tools
- Training in providing high-quality, standards-aligned feedback
- Coaching practices involving observation, reflection, and goal-setting
- Guidance in reviewing instructional plans and observing classroom instruction
- Review of the candidate's Professional Learning Plan (PLP) and the mentor's role in supporting and documenting progress

- An initial meeting with the candidate to establish goals, responsibilities, and expectations

Mentor-educators without prior mentoring experience receive any additional training necessary to ensure consistency and quality. All mentor-educators receive ongoing program support to promote fidelity of implementation throughout the clinical experience.

Mentor Responsibilities

Mentor-educators play a central role in supporting candidate development throughout the clinical experience. Their responsibilities include:

- ~~Observing candidates in instructional settings and providing timely, actionable feedback.~~ Observing candidates in classroom settings within the candidate's **Utah public school or accredited private school** clinical placement and providing timely, actionable feedback.
- Supporting candidates in lesson planning, instruction, classroom management, and reflection
- Participating in scheduled clinical experience activities identified in the candidate's Professional Learning Plan (PLP)
- Guiding candidates in reflective practice and professional growth
- Providing formative input to program staff regarding candidate progress toward competency attainment
- Documenting mentoring observations, feedback, and support provided to the candidate

Mentor-educators help candidates develop the skills necessary to meet program competencies but do not make formal licensure recommendation decisions. Formal evaluation is conducted by program staff, administrators, or other qualified evaluators in accordance with program policy and applicable rule.

Monitoring and Support of Mentors

The program actively monitors mentor effectiveness to ensure high-quality support for candidates. This includes:

- Regular check-ins between program staff and mentor-educators
- Ongoing communication regarding candidate progress and mentoring needs
- Review of observation notes, feedback quality, and candidate outcomes
- Support and coaching for mentors as needed to ensure alignment and effectiveness

This monitoring ensures consistency across placements. ~~, including those in alternative or non-traditional settings.~~ **[COMMENT: Removed language in this section related to non-traditional school environments.]**

10. Teacher Dispositions

Adopting the model program framework.

In alignment with R277-304-4(7), the program evaluates candidate dispositions and overall suitability for teaching through multiple sources of evidence, observation, reflection, and documented feedback.

Professional dispositions are formally assessed at two points: during the application process and following completion of any required clinical experience. Initial evaluation may include references, candidate statements or interviews, application materials, and observed or recorded teaching practice. For candidates employed by a school before program entry, the school's hiring process may provide additional evidence of entry qualifications and professional dispositions.

Dispositions are also monitored throughout the program through coursework, clinical experiences, program participation, mentor observations, candidate reflection, and feedback from program staff, administrators, or other qualified individuals. If implemented, the program may also use a third-party service to review relevant publicly available online information in accordance with applicable law and program policy.

The program uses a standardized internal evaluation tool to assess patterns of conduct across multiple data points. Areas reviewed may include:

- Reliability and responsibility
- Integrity and professional judgment
- Respect for students, colleagues, and families
- Communication and collaboration
- Responsiveness to feedback
- Appropriate professional boundaries
- Commitment to student learning and growth
- Ability to build appropriate professional connections
- Other dispositions relevant to effective and ethical teaching

When concerns arise, the program documents the concern, provides targeted support, and may establish an improvement or remediation plan. Continued or

significant concerns may result in removal from the program in accordance with program policy.

11. Remediation

Adopting the model program framework.

Candidate Probation and Remediation

The program maintains a structured, competency-based process to support candidates who are not making sufficient progress toward completion of their Professional Learning Plan (PLP) while maintaining program standards and Utah State Board of Education requirements.

Identification of Concerns

The PLP Monitor reviews candidate progress through PLP evidence, mentor feedback, formal evaluations, and other relevant program documentation. A candidate may be identified for additional support when the candidate:

- Does not meet established competency benchmarks
- Does not make adequate progress toward PLP completion
- Receives concerning feedback and/or is unresponsive to feedback from a mentor-educator, administrator, evaluator, or program staff member
- Demonstrates other concerns affecting successful program completion

When concerns indicate that ordinary support is no longer sufficient, the PLP Monitor notifies the APPEL leadership team. The team reviews the available evidence and determines whether the candidate should be placed on program probation and assigned a formal Remediation Plan.

Remediation Plan

The PLP Monitor works with the candidate and, as appropriate, the mentor-educator, administrator, or other program personnel to develop an individualized Remediation Plan. The plan includes:

- The specific competencies or concerns requiring improvement
- Required actions and targeted supports
- The evidence the candidate must provide to demonstrate improvement

- A defined timeline and progress-monitoring schedule
- The possible outcomes if the plan is or is not successfully completed

Targeted Support

Support during remediation may include:

- Additional coaching from a mentor-educator or program staff
- More frequent observation and feedback cycles
- Observation of experienced educators
- Team-teaching or co-teaching opportunities
- Additional practice, coursework, or evidence development
- Adjustments to instructional responsibilities when appropriate
- Other supports aligned with the identified competency needs

Review and Outcomes

Candidate progress is documented and reviewed throughout the remediation period. At the conclusion of the established timeline, the APPEL leadership team may determine that the candidate:

- Has demonstrated sufficient improvement and may return to good standing
- Has made meaningful but incomplete progress and may receive an extension or revised Remediation Plan
- Has not demonstrated sufficient improvement and may be removed from the program

Exit Counseling

When a candidate is removed from the program, the program provides formal exit counseling that includes:

- Clear communication regarding unmet requirements and the reasons for removal, supported by supervisor reports and other relevant documentation
- Documentation of the candidate's progress and the support provided
- Information regarding applicable appeal procedures
- Guidance regarding possible next steps, when appropriate

The program maintains a structured process to support candidates who are not making sufficient progress toward completion of their Professional Learning Plan (PLP), while ensuring alignment with program expectations and Utah State Board of Education requirements.

12. Record Management

Adopting the model program framework.

Overview

The program will manage APPEL documents, records, and workflow through centralized, secure records-management systems. The system will function as the program's official source of truth for candidate progress, personnel training records, document control, workflow status, and completion verification. The Program Director will have overall responsibility for document governance, records quality, access permissions, compliance, and audit readiness. The Progress Monitor will maintain the active status of each candidate file, track required evidence and milestones, and verify that each file is current, complete, and properly documented. The program will also maintain coordinated records for both program-level operations and candidate-level progression.

Workflow will be managed through a formal intake-to-completion process with defined stage gates. Once a candidate applies to the program, an official file will be opened and will be used to move the candidate through all the phases of the program, such as admissions, enrolment, transcript and document analysis, PLP development, consultation and mentoring setup, competency tracking, progress monitoring, remediation if needed, completion review, and recommendation preparation. Each required item will be assigned a status and reviewed for completeness before the candidate advances. This structure is intended to ensure consistency, timely follow-up, and clear accountability across all candidates.

This records-management model is intentionally built for a private, scalable educator preparation provider. It assumes the program may serve candidates across multiple partner environments, may receive documentation from multiple sources, and must still be able to demonstrate unified control, consistent review standards, secure handling of records, complete workflow visibility, and immediate audit readiness. Its purpose is not merely to store files, but to ensure that every candidate record is organized, reviewable, and managed with fidelity from admission through recommendation.

Program Documentation

The following documentation about the program will be maintained and securely stored per the practices described later in this section.

- **Personnel professional development master log** showing all local and state PD completed for each leadership team member
- **Training syllabus / agenda / outline** for every local training
- **Attendance records / sign-in sheets** for each local training
- **Follow-up event logs** after trainings documenting coaching, check-ins, calibration, reinforcement, or implementation support for leadership team members and mentor-educators

Candidate Documentation

The following candidate records and documentation will be securely stored per the practices described in the next section.

- Official and unofficial transcripts from regionally accredited institutions
- CTE certifications and work experience documenting progressive progress
- PLP documentation including, but not limited to:
 - Transcript reviews including course descriptions, etc. including endorsement form(s).
 - Draft PLP and subsequent updates and final versions as the candidate progresses toward professional licensure.
 - Documentation of communications related to the candidate's progress
 - Notes from consultation meetings, clinical experiences, and reflection conversations.
 - Relevant educator artifacts to document progress and evidence of competency.

Document Storage

Documentation storage will be accomplished through the following minimum set of best practices.

- We will create a naming protocol for candidate electronic folders and files such as transcripts, endorsement forms, certifications, PLPs, etc. to allow for multiple copies to be received and stored over time.
- We will create a personal, private, password-protected storage area for the candidate to develop and maintain personal artifacts.
- We will create a shared, password-protected storage area to house APPEL documents.
- We will create a document sharing strategy to give restricted access to PLPs from draft to completion.

- We will set up efficient methods for searching for course descriptions, regional accreditation status, Altitude transcripts, etc. to support the transcript review process.
- We will create a tracking process to manage clinical experience schedules, consultation events, coursework progress, and shared documentation for each candidate.

Additional Program Policies

One of our primary concerns is the safety and well-being of students, especially in light of recent increases in reported violations of student safety. Our program is committed to high standards of professional responsibility, ethical conduct, and institutional integrity. The following safeguards ensure the protection, accountability, and support of all students, candidates, and staff, while meeting R277-303 requirements.

Student Grievance & Record-Keeping Policies

- A formal grievance policy allows candidates to report concerns safely and confidentially.
- Program records, including assessments, mentor evaluations, and grievances, are securely maintained in compliance with state requirements.

Highly Secure Technology

- The program will implement secure, industry-standard technology systems to support record-keeping, candidate tracking, and data protection in compliance with state requirements and the secure handling of sensitive data at the level expected by the industry and the State of Utah.
- Our team includes a highly experienced member from the FinTech industry, bringing extensive expertise in compliance and security to guide and evaluate our technology solutions.

Refund Policy

- Transparent policies govern refunds, ensuring fairness in cases of withdrawal or program discontinuation.

Liability Insurance

- We are exploring requirements for comprehensive liability coverage to protect the program, students, candidates, staff, and apprenticeship placements.

These safeguards demonstrate our commitment to institutional responsibility, student and candidate safety, and professional integrity. Through clear entry requirements, background checks, ethics training, grievance procedures, secure record-keeping, and liability coverage, the program operates with accountability and credibility.

13. Personnel Professional Development and Staffing

Alcott Learning will operate as a learning organization, using candidate progress data, KPIs, mentor feedback, stakeholder input, and program outcomes to continuously improve personnel training, communication systems, and candidate support. Although the program will begin with a small leadership team, Alcott Learning recognizes that program growth will require additional staffing to maintain strong communication, timely feedback, consistent PLP monitoring, and accurate competency tracking for each candidate.

As candidate enrollment increases, Alcott Learning will add personnel based on candidate caseloads and program needs. Additional roles may include candidate advisors, mentor teachers, clinical supervisors, course facilitators, assessment reviewers, and administrative support staff. Alcott Learning has already begun developing a staffing pipeline through its broader network of experienced educators, licensed teachers, school leaders, and instructional mentors. At this time, five licensed educators have expressed serious interest in joining the program as additional staffing is needed.

Because Alcott Learning anticipates that the program may grow quickly, enrollment growth will be managed carefully to protect candidate experience and program quality. If candidate interest exceeds the program's ability to provide timely communication, strong PLP support, observation feedback, and careful progress monitoring, Alcott Learning will use waitlists or delayed cohort starts rather than overextending staff or disappointing candidates. This will allow the program to grow responsibly while maintaining clear expectations, high-quality support, and compliance with program requirements.

Professional development for program personnel will focus on Utah Effective Teaching Standards, PLP development and monitoring, competency-based assessment, mentor expectations, evidence review, candidate communication, and program improvement. The Alcott leadership team will regularly review candidate

progress, mentor feedback, completion timelines, and communication patterns to determine when additional staffing, training, or system improvements are needed.

To support consistent implementation, Alcott Learning will establish a regular organizational meeting rhythm for all program personnel. This may include leadership team meetings, candidate progress review meetings, mentor and supervisor coordination meetings, and periodic all-staff professional development meetings. These meetings will be used to review candidate progress, identify concerns early, align expectations, improve systems, and ensure that all personnel understand their responsibilities. Alcott Learning will also use clear role descriptions, performance reviews, documentation expectations, and systems of accountability for each staff role to ensure that program personnel are meeting expectations and that candidates receive timely, consistent, and high-quality support.

This approach will allow Alcott Learning to begin responsibly, grow intentionally, and maintain strong support and accountability as the program expands.

14. Appendices

Appendix A: [Alcott Learning Competency Approval Template](#) (Document access required from USBE.)

Appendix B: Statements of Association and Intent

See pages that follow for letters of association with LEAs.

Thank you!



Utah Military Academy

"Integrity first; Service before self; Excellence in all we do."

Hill Field campus
5120 South 1050 West
Riverdale, UT 84055
(801) 689-3013

Camp Williams campus
3901 West Waterbury Drive
Lehi, UT 84043
(385) 498-6167



19 August 2026

MEMORANDUM: UTAH STATE BOARD OF EDUCATION

FROM: Deputy Superintendent/Sr Commandant
Utah Military Academy

SUBJECT: Letter of Association and Support

The Utah Military Academy is a public charter school in Riverdale and Lehi with over 1000 students. We support Alcott Learning's application to operate an educator preparation program in Utah and confirms its association with Alcott through a collaborative relationship focused on our school's educator staffing and licensure needs, the needs of educators pursuing professional licensure, and practical ways Alcott's proposed program could help us develop, support, and retain strong educators serving our students. As part of this relationship, our leadership has discussed these needs directly with Alcott and explored how the proposed program could support our school community.

We believe an additional high-quality, flexible pathway to educator licensure would benefit Utah schools and educators. We see firsthand the need for strong, flexible pathways into the teaching profession. An additional high-quality licensure option would help us support and retain capable educators, develop teachers who are already serving our students, and strengthen our ability to meet the needs of our school community.

If Alcott Learning is approved by the Utah State Board of Education as an educator preparation program, we intend to work with Alcott to support educators seeking licensure, including, when appropriate, through candidate referrals, mentoring, observations, clinical experiences, and feedback on candidate and program effectiveness.

This statement reflects our present association and intent to collaborate and does not create a financial obligation or minimum participation requirement for our school.

We are pleased to be associated with Alcott Learning and support its efforts to provide an additional educator preparation option for Utah schools.

Sincerely,

KIT K WORKMAN, Major, USAF (ret)
Deputy Superintendent/Sr Commandant
Utah Military Academy



1650 W Traverse Terrace Drive, Lehi, UT 84048 | ignitecharter.org

Statement of Association and Intent

Ignite Entrepreneurship Academy and Alcott Learning

Ignite Entrepreneurship Academy (IEA) is a Utah public charter school and local education agency (LEA) serving approximately 460–470 students in Lehi, Utah.

IEA supports Alcott Learning's application to operate an educator preparation program in Utah and confirms its association with Alcott through an ongoing collaborative relationship focused on our school's educator staffing and licensure needs, the needs of educators pursuing professional licensure, and practical ways Alcott's proposed program could help us develop, support, and retain strong educators serving our students. As part of this relationship, our leadership has discussed these needs directly with Alcott and explored how the proposed program could support our school community.

We believe an additional high-quality, flexible pathway to educator licensure would benefit Utah schools and educators. We see firsthand the need for strong, flexible pathways into the teaching profession. An additional high-quality licensure option would help us support and retain capable educators, develop teachers who are already serving our students, and strengthen our ability to meet the needs of our school community.

If Alcott Learning is approved by the Utah State Board of Education as an educator preparation program, we intend to work with Alcott to support educators seeking licensure, including, when appropriate, through candidate referrals, mentoring, observations, clinical experiences, and feedback on candidate and program effectiveness.

This statement reflects our present association and intent to collaborate and does not create a financial obligation or minimum participation requirement for our school.

We are pleased to be associated with Alcott Learning and support its efforts to provide an additional educator preparation option for Utah schools.

School/Organization/LEA: Ignite Entrepreneurship Academy

Name: Heidi Long, M.Ed.

Title: Executive Director

Signature: _____

Heidi Long 8.19.2024

Statement of Association and Intent

Canyon Grove Academy and Alcott Learning

Canyon Grove Academy is a Utah public charter school and local education agency (LEA) with multiple programs and locations.

Canyon Grove Academy supports Alcott Learning's application to operate an educator preparation program in Utah and confirms its association with Alcott through an ongoing collaborative relationship focused on our school's educator staffing and licensure needs, the needs of educators pursuing professional licensure, and practical ways Alcott's proposed program could help us develop, support, and retain strong educators serving our students. As part of this relationship, our leadership has discussed these needs directly with Alcott and explored how the proposed program could support our school community.

We believe an additional high-quality, flexible pathway to educator licensure would benefit Utah schools and educators. We see firsthand the need for strong, flexible pathways into the teaching profession. An additional high-quality licensure option would help us support and retain capable educators, develop teachers who are already serving our students, and strengthen our ability to meet the needs of our school community.

If Alcott Learning is approved by the Utah State Board of Education as an educator preparation program, we intend to work with Alcott to support educators seeking licensure, including, when appropriate, through candidate referrals, mentoring, observations, clinical experiences, and feedback on candidate and program effectiveness.

We are pleased to be associated with Alcott Learning and support its efforts to provide an additional educator preparation option for Utah schools.

School/Organization/LEA: Canyon Grove Academy

Name: Kim Goates

Title: Superintendent

Signature: Kim C Goates

Date: 8-21-2026



Statement of Association and Intent

Utah Charter Network (UCN) and Alcott Learning

Utah Charter Network (UCN) is a statewide association serving Utah's public charter school community.

UCN works with charter schools, school leaders, and educators across the state to support collaboration, professional learning, advocacy, and the continued strengthening of Utah charter schools.

UCN supports Alcott Learning's application to operate an educator preparation program in Utah and confirms its association with Alcott through an ongoing collaborative relationship focused on the educator staffing and licensure needs of Utah charter schools, the challenges facing educators pursuing professional licensure, and practical ways Alcott's proposed program could support charter schools and educators across the state. As part of this relationship, UCN leadership has discussed these needs directly with Alcott and explored how the proposed program could serve and strengthen Utah's charter school community.

Through its work with charter schools across Utah, UCN sees firsthand the challenges schools face in recruiting, developing, licensing, and retaining strong educators. We believe an additional high-quality, flexible pathway to educator licensure would benefit Utah's charter school community by giving schools more options to develop capable educators already serving students and by expanding access to well-prepared licensed teachers while maintaining Utah's professional standards.

If Alcott Learning is approved by the Utah State Board of Education as an educator preparation program, UCN intends to work with Alcott to help connect the program with charter schools, school leaders, and educators who may benefit from it. This may include sharing information about the program, connecting Alcott with interested charter schools, helping identify opportunities for school-based clinical experiences, mentoring and observations, identifying educator and licensure needs, and providing feedback on how the program can best serve Utah's charter school community.

This statement reflects UCN's present association and intent to collaborate with Alcott Learning and does not create a financial obligation or minimum participation requirement for UCN or any individual charter school. We are pleased to be associated with Alcott Learning and support its efforts to provide an additional educator preparation option for Utah schools and educators.

Organization: Utah Charter Network (UCN)

Name: Kim Frank
Title: Executive Director
Signature: [Handwritten Signature]
Date: Aug. 19, 2026

Utah Charter Network
125 North 100 East
Pleasant Grove, UT 84062